

WREN MIDDLE

1010 Wren School Rd.
Piedmont, SC 29673

Grades	6-8 Middle School	
Enrollment	847 Students	
Principal	Robin R.Fulbright	864-850-5930
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent*
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Below Average
2007	Good	At-Risk

* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

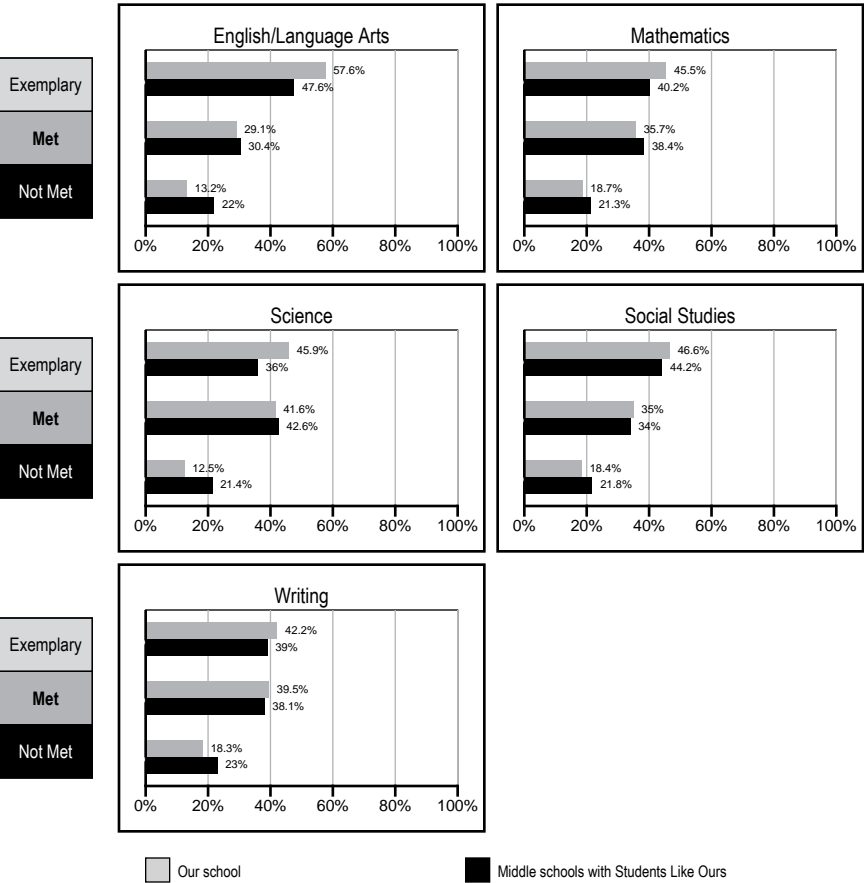
97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	4	4	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	98.4%
English 1	100.0%	98.3%
Biology 1/Applied Biology 2	N/A	92.7%
Physical Science	N/A	70.3%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=847)				
Students enrolled in high school credit courses (grades 7 & 8)	21.9%	Up from 21.7%	38.0%	24.5%
Retention rate	0.1%	Up from 0.0%	0.5%	0.7%
Attendance rate	95.4%	Down from 95.9%	96.5%	95.9%
Served by gifted and talented program	28.4%	Up from 22.0%	28.4%	17.8%
With disabilities other than speech	9.0%	Down from 10.3%	8.2%	9.2%
Older than usual for grade	0.5%	Down from 1.0%	0.8%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.3%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	55.8%	Up from 48.9%	63.2%	60.0%
Continuing contract teachers	88.4%	Up from 84.4%	86.5%	82.6%
Teachers returning from previous year	88.9%	Up from 85.3%	88.5%	85.6%
Teacher attendance rate	95.5%	Up from 94.8%	94.5%	95.3%
Average teacher salary*	\$45,471	Down 2.6%	\$48,140	\$46,300
Professional development days/teacher	4.8 days	Down from 5.9 days	9.0 days	9.9 days
School				
Principal's years at school	12.0	Up from 11.0	5.0	4.0
Student-teacher ratio in core subjects	26.8 to 1	Up from 24.8 to 1	24.1 to 1	21.5 to 1
Prime instructional time	90.4%	Down from 90.6%	90.8%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.5%	Down from 96.6%	98.4%	98.1%
Character development program	Good	Up from Average	Excellent	Good
Dollars spent per pupil**	\$5,640	Down 7.6%	\$6,584	\$7,634
Percent of expenditures for instruction**	66.0%	Down from 67.7%	66.5%	64.0%
Percent of expenditures for teacher salaries**	63.1%	Down from 63.2%	64.9%	61.2%

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Wren Middle School is committed to providing a learning environment of excellence where students are challenged to acquire the skills and knowledge necessary for future success. "Closing the Achievement Gap" continues to be a major focus as we strive to meet the academic needs of all students. With standards based instruction as a highest priority, teachers and administrators work together in professional learning communities to find new instructional strategies that will enable them to move all students to their greatest academic potential. Research based practices are found in every aspect of the instructional program. All students participate in MAP testing in the areas of ELA and math in the fall and spring. Test data is analyzed in an effort to identify the academic strengths and weaknesses of individual students. Wren Middle School offers an after school program designed to provide extra time and assistance for students in all academic classes. Academic teachers provide time for tutoring students before and after school, as well as during lunch. We will continue to increase the number of students that exceed expectation in all areas of the Palmetto Assessment of State Standards Test. The National Junior Beta Club of WMS competed successfully at the state competition this year and will compete in the area of group talent at the national convention. Our band and strings students also enjoyed a lot of success this year. The WMS Band received the Outstanding Performance Award from the South Carolina Band Directors Association. Our strings program had 14 students that received an Excellent Certificate Rating and 37 students that received a Superior Certificate Rating at the State Solo and Ensemble Festival. Students continue to participate in service learning activities that provide opportunities for parent and community involvement as well as a way for students to apply classroom knowledge to real world situations. Wren Middle School appreciates a supportive PTSO and School Improvement Council. Our PTSO has provided funds for technology and other instructional materials that enhance our academic program. Wren Middle School is a community of learners emphasizing academics, service and the arts. Our goal is to provide students with diverse opportunities that will bridge the gap to the future and enable them to develop skills to ensure success throughout their educational careers and beyond.

Brent Greer, School Improvement Council Chairman
Robin R. Fulbright, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	249	102
Percent satisfied with learning environment	66.7%	82.3%	93.1%
Percent satisfied with social and physical environment	91.7%	83.5%	86.3%
Percent satisfied with school-home relations	79.2%	92.7%	82.8%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	95.4%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	843	100	13.2	29.1	57.6	92.5	90.7	82.4	Yes	Yes
Gender										
Male	422	100	17.3	29.9	52.8	89.3	88.7	78.7	N/A	N/A
Female	421	100	9.1	28.3	62.6	95.8	92.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	740	100	11.8	28.5	59.7	93.9	91.8	88.9	Yes	Yes
African American	69	100	29.2	36.9	33.8	78.5	80.9	72.9	Yes	Yes
Asian/Pacific Islander	12	100	8.3	16.7	75	91.7	95.5	93	I/S	I/S
Hispanic	20	100	16.7	33.3	50	88.9	87	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.8	83	I/S	I/S
Disability Status										
Disabled	92	100	58.1	30.2	11.6	61.6	63.2	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	86.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	284	100	20.8	37.4	41.9	86.4	85.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	843	100	18.7	35.7	45.5	89.7	90.8	81.9	Yes	Yes
Gender										
Male	422	100	19.7	33.1	47.2	89.5	90.3	79.9	N/A	N/A
Female	421	100	17.7	38.4	43.8	89.9	91.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	740	100	17.6	34.9	47.5	90.3	91.6	88.9	Yes	Yes
African American	69	100	32.3	41.5	26.2	81.5	84.2	71.4	Yes	Yes
Asian/Pacific Islander	12	100	8.3	33.3	58.3	100	95.5	94.6	I/S	I/S
Hispanic	20	100	16.7	55.6	27.8	94.4	88.9	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.2	84.4	I/S	I/S
Disability Status										
Disabled	92	100	69.8	26.7	3.5	53.5	60.5	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	87.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	284	100	31.7	40.4	27.9	80	85.3	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	557	100	12.5	41.6	45.9	87.5	85.1	68.6
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Gender

Male	277	100	15.4	34.1	50.5	84.6	84.9	68.3
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Female	280	100	9.6	49.3	41.1	90.4	85.3	68.9
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Racial/Ethnic Group

White	487	100	11.5	41.2	47.3	88.5	86.5	80.7
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African American	46	100	20.9	46.5	32.6	79.1	73.9	51.4
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Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.3	85.3
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Hispanic	13	100	18.2	54.5	27.3	81.8	77.9	61.6
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.4	70.8
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Disability Status

Disabled	53	100	N/AV	N/AV	N/AV	35.4	53.8	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	75.8	60.7
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Socio-Economic Status

Subsidized meals	181	100	25	41.1	33.9	75	76.7	57.3
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Social Studies

All Students	560	100	18.4	35	46.6	81.6	84.9	72.5
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Gender

Male	279	100	19.3	30.4	50.4	80.7	85.4	72
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Female	281	100	17.6	39.7	42.7	82.4	84.3	73.1
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Racial/Ethnic Group

White	496	100	18.2	35.6	46.2	81.8	86.2	81
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African American	44	100	25	32.5	42.5	75	75.2	60
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	82.8	89
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Hispanic	14	100	15.4	30.8	53.8	84.6	79.9	69.6
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American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	71.4	73.5
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Disability Status

Disabled	66	100	62.3	26.2	11.5	37.7	55.2	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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English Proficiency

Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	80.2	69.7
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Socio-Economic Status

Subsidized meals	196	100	29.6	38.5	31.8	70.4	77.8	62.9
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Abbreviations for Missing Data

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I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	269	99.6	17.9	39.7	42.4	82.1	82.5	73.2	95.4	96.1
Gender										
Male	135	99.3	21.4	44.3	34.4	78.6	77.2	67.2	95.4	96.2
Female	134	100	14.5	35.1	50.4	85.5	88.2	79.4	95.4	96
Racial/Ethnic Group										
White	231	99.6	16.4	39.1	44.4	83.6	84.2	81.5	95.3	96
African American	27	100	29.6	37	33.3	70.4	71.4	61.3	96	96.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	87	98.6	98.1
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.1	66.7	95.5	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	60	72.2	94.9	95.3
Disability Status										
Disabled	32	96.9	66.7	30	3.3	33.3	36.2	26	93.9	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	80.4	65.7	94.8	96.9
Socio-Economic Status										
Subsidized meals	98	99	30.1	40.9	29	69.9	73	63.2	94	95.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	264	99.6	13.3	36.3	50.4	86.7
	7	267	100	20.3	30.9	48.8	79.7
	8	267	100	17.4	26.4	56.2	82.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	298	100	12.3	26.6	61.1	87.7
	7	274	100	12.5	33.1	54.4	87.5
	8	271	100	14.9	28	57.1	85.1
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	264	100	20.9	39.4	39.8	79.1
	7	267	100	23.4	38.3	38.3	76.6
	8	267	100	17.4	40.7	41.9	82.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	298	100	16.7	36.2	47.1	83.3
	7	274	100	20.9	34.6	44.5	79.1
	8	271	100	18.8	36.4	44.8	81.2
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	135	100	20.8	61.6	17.6	79.2
	7	267	100	15.2	57.4	27.3	84.8
	8	134	100	10.2	40.6	49.2	89.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	149	100	15.4	53	31.5	84.6
	7	274	100	11.8	43	45.2	88.2
	8	134	100	10.7	26	63.4	89.3

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	129	100	14.5	37.9	47.6	85.5
	7	267	100	25.8	39.1	35.2	74.2
	8	133	100	14.6	38.5	46.9	85.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	149	100	13.2	41.7	45.1	86.8
	7	274	100	23.2	33.1	43.7	76.8
	8	137	100	14.6	31.5	53.8	85.4
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	260	99.6	10	43	47	90
	7	265	100	19.5	39.5	41	80.5
	8	267	100	16.7	36.4	46.9	83.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	269	99.6	17.9	39.7	42.4	82.1

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample